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ABSTRACT

New York's Bilingual Pupil Services program, funded by federal and city governments, promotes linguistic and academic progress among limited-English-proficient elementary school children in selected schools and provides comprehensive in-service training to bilingual paraprofessionals training to become licensed teachers. Recognition as an exemplary program and additional funding have allowed the program to be augmented to serve speakers of Chinese, Spanish, and Haitian Creole. Rigorous selection processes were used for both the paraprofessionals hired and for the schools chosen to participate in the program. Paraprofessionals were provided with monthly workshops, and new staff were given weekly sessions. Progress was monitored with formal and informal site visits. Analysis of student achievement data indicates: (1) significant English language gains for Hispanic students in grades 2-6, with significant losses in grade 1; (2) significant gains in Spanish reading; (3) large gains in mathematics among Hispanics in all grades; (4) English reading gains in most grades among Chinese speakers; (5) large gains in mathematics among Chinese speakers; and (6) significant Chinese reading gains in most grades. Recommendations for project improvement are given. (Author/MSE)

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New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201

O.E.A. Evaluation Section Report

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Grant Number: 30-00-00-01-00/21-82-5005

BILINGUAL PUPIL SERVICES

Project Director:
Celia M. Delgado

1986-1987

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A SUMMARY OF THE REPORT

The Bilingual Pupil Services (B.P.S.) program has been funded under Chapter I of the Educational Consolidation and Improvement Act (E.C.I.A.) and administered by the Office of Bilingual Education of the New York City Board of Education for the past 13 years. B.P.S. has two interrelated aims: to promote linguistic and academic progress among Chapter I-eligible first- through sixth-grade pupils of limited English proficiency (LEP) in selected schools throughout the city; and to provide comprehensive in-service training to bilingual paraprofessionals who are enrolled in four-year colleges and want to become licensed teachers.

Last year, the United States Department of Education designated B.P.S. as "an exemplary Chapter I project suitable for national dissemination and replication." It was the only bilingual project in the nation that was so honored. As a result, the program received an extra grant of $500 thousand from the federal government and $90 thousand from the Board of Education. These additional funds enabled B.P.S. to augment services for Chinese and Spanish speakers and to inaugurate services for Haitian Creole speakers. Unfortunately however, because of delays in processing personnel records, ten newly funded paraprofessional positions could not be filled until the school year was well under way.

Haitian Creole speakers were worst affected by this delay. B.P.S. could hire and place only two Haitian Creole-speaking paraprofessionals by April. They served 47 Haitian Creole-speaking students at one Brooklyn public school. The majority of paraprofessionals trained by the program -- 68 -- were Spanish speakers. They served students at 22 schools in the Bronx, Brooklyn, Manhattan, and Queens. B.P.S. also trained twelve Chinese-speaking paraprofessionals, who taught 361 Chinese-speaking students at five Manhattan public schools. The number of community school districts (C.S.D.s) served by the project was 17.

Both the paraprofessionals and the schools that participated in B.P.S. were chosen after rigorous selection processes. The paraprofessionals were chosen because of their experience and skills in bilingual education and their strong personal commitment to serving LEP students. The schools were chosen because of their large populations of Chapter I-eligible students and their ability to provide appropriate environments for the training of B.P.S. paraprofessionals.

Since B.P.S. was independently funded, the services it provided came at no extra cost to the participating schools, which valued the program as an important source of dedicated personnel to supplement ongoing tax levy and Title VII-funded bilingual programs.

During the year under review, B.P.S. staff consisted of: a project director, and administrative secretary, an accountant, a payroll secretary, and five field instructional specialists (F.I.S.). The program also had a budget line for an assistant project director, but the position was not filled.

The project director and the F.I.S.s conducted nine monthly workshops for all of the paraprofessionals in the program, and special weekly sessions for paraprofessionals in their first year with the program. In addition, B.P.S. staff members made formal and informal site visits to monitor progress, provide assistance with classroom management and curriculum development, and facilitate communication between the B.P.S. paraprofessionals and school staff members.

The F.I.S.s spent an average of three days per week in the field and two at the central office, and the project director spent approximately half her time in the field. Thus, B.P.S. was a strongly field-oriented program.

The Comprehensive Test of Basic Skills (C.T.B.S.) was used to measure the achievement of students served by B.P.S. in English reading, Spanish reading, and mathematics (in English). Performance in Chinese reading was evaluated by a test developed by C.S.D. 2. Quantitative analysis of these tests indicates that:

- Hispanics students in grades two through six made statistically significant N.C.E. gains in English reading. First graders showed a statistically significant loss.
- In Spanish reading, students in all grades made statistically significant gains from pretest to posttest.
- Gains on the C.T.B.S. mathematics test for Hispanic students in all grades were high and statistically significant.
- Chinese students in grades three, four, and six made statististically significant gains in English reading. First graders showed statistically significant losses. (No results were reported for second graders.)
- Chinese students in all grades made large and statistically significant gains on the C.T.B.S. mathematics test.
- On a C.S.D. 2-developed test of Chinese reading, raw score gains were statistically significant for all but the second grade.

The following recommendations are offered to improve the project:

- continue efforts to develop Haitian Creole reading and writing materials;
- continue purchasing Haitian Creole curricular materials;
- review Haitian Creole and French materials to make sure they suit the achievement levels of program students;
- purchase additional Chinese-language curricular materials to meet growing classroom demands; and
- continue to provide paraprofessionals with training in computer use.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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BILINGUAL PUPIL SERVICES (B.P.S.)

Program Location:	131 Livingston Street, Room 517 Brooklyn, New York 11201
Year of Operation:	1986-87, thirteenth year
Target Population:	1,200 Limited English Proficient (LEP) E.C.I.A. Chapter I-eligible pupils in grades one to six
Target Languages:	Spanish, Chinese, Haitian Creole
Program Director:	Celia M. Delgado

OVERVIEW

Bilingual Pupil Services (B.P.S.) is an Education Consolidation and Improvement Act (E.C.I.A.)-Chapter I program. It is administered by the Office of Bilingual Education (O.B.E.) of the New York City Board of Education. For the past 13 years, it has had two complementary objectives: to provide supplementary services to students of limited English proficiency (LEP) via instruction in English as a second language (E.S.L.), bilingual reading, and mathematics; and to provide in-service training to paraprofessionals seeking to become teachers. During the year under review, B.P.S. trained 82 paraprofessionals, who served 1,200 Hispanic and Chinese LEP students in 28 schools, located in 17 community school districts in the Bronx, Brooklyn, Manhattan, and Queens.

In 1985-86, B.P.S. was the only bilingual project in the nation cited by the U.S. Department of Education as an "exemplary Chapter I project, suitable for national dissemination and

replication." As a result, in 1986-87 B.P.S. received an additional $500 thousand grant from the federal government and $90 thousand from the New York City Board of Education. These additional funds enabled the program director to augment existing services and launch a Haitian Creole component.

One school in Community School District (C.S.D.) 3 and one school in C.S.D. 17 were added to the program's roster of participating sites. Ten Haitian Creole-speaking paraprofessionals and one Haitian Creole-speaking field instructional specialist (F.I.S.), one Spanish F.I.S., and one Chinese F.I.S. were also to have been hired. The project was able to hire all three F.I.S.s, but non-program delays in processing employment records made it impossible to hire all ten Haitian Creole-speaking paraprofessionals. According to the program director, they will be hired by September 1987.

In addition to their teaching duties, which were supervised by the F.I.S.s and the classroom teachers to whom they had been assigned, all paraprofessionals attended monthly workshops at program headquarters to discuss bilingual education and review program procedures. Paraprofessionals who had entered the program in September also attended weekly sessions on educational theory and practice at program headquarters. The F.I.S.s also conducted district-wide training workshops. The major goal of all these activities was to develop bilingual teaching skills and promote understanding of bilingual-education theory. Program paraprofessionals were paid to attend the

training sessions and also received release time (i.e. were allowed to leave school early) to attend undergraduate courses leading to a bachelor's degree.

This evaluation report seeks: to describe how the project functioned in 1986-87; to assess the implementation of recommendations in the previous year's report; to analyze achievement data for Hispanic and Chinese students served by B.P.S. paraprofessionals; and to make recommendations to improve the program. (Since the Haitian Creole component got off to a very late start and was not fully staffed, it has not been covered in this report.)

I. PROGRAM DESCRIPTION

PROGRAM GOALS AND OBJECTIVES

B.P.S. has three main goals:

- to promote linguistic and academic progress among Hispanic and Chinese LEP students in grades one through six;
- to train paraprofessionals to teach E.S.L., bilingual reading, and mathematics to these students. (Similar training for Haitian Creole paraprofessionals began late in the 1986-87 academic year); and
- to assist paraprofessionals to complete their bachelor's degrees in education and become classroom teachers.

Additional goals of B.P.S. are to increase parental involvement in the educational process and to develop curricula and materials appropriate to the target population.

Since the program began 13 years ago, approximately one thousand paraprofessionals have received college degrees, and many now are teaching in the New York City public school system. Several graduates have gone on to become assistant principals, and one is a community school district superintendent.

Chosen through a rigorous selection process, the paraprofessionals who participate in B.P.S. receive in-service training in practical instructional skills (e.g., developing a lesson plan), which they then implement in the classroom. Their performance is monitored through attendance reports, lesson plans, logs, homework assignments, pupil test results, and pupil profiles.

The objectives proposed for B.P.S. in 1986-87 were:

Instructional Objectives

- In Spanish reading, participating students will achieve a mean posttest normal curve equivalent (N.C.E.) score that will surpass their pretest score at the .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills - Spanish (C.T.B.S.-Spanish version).

- In Chinese reading, participating students will achieve a mean posttest N.C.E. score that will surpass their pretest score at the .05 level of statistical significance as measured by a C.S.D. 2 developed test, which has been approved by the New York State Education Department.

- In English reading, participating students will achieve a mean posttest N.C.E. score that will surpass their pretest score at the .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills: English (C.T.B.S.-English version).

- In mathematics, students will achieve a mean posttest N.C.E. score that will surpass their mean pretest score at the .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills - Mathematics (English version). Spanish and Chinese will be used whenever necessary.

In-Service Activities

- Eighty-two paraprofessionals will receive specialized training in bilingual education in such areas as: the teaching of reading and mathematics, grades one through six; selection, development, and evaluation of curricular materials; teaching E.S.L.; writing lesson plans; and classroom management. In addition, monthly district-wide workshops on demonstration lessons, parental involvement, the use of audio-visual equipment, and testing and evaluation will be held. The program's four Field Instructional Specialists will teach both the weekly classes for new paraprofessionals and the monthly district-wide workshops for all paraprofessionals. This objective will be measured by an "In-Service Evaluation Form" Questionnaire to be completed semi-annually by each paraprofessional.

- Six pedagogical staff members will participate in training sessions provided by the Instructional and Supportive Services Division of the O.B.E.'s Center for Staff Development. Topics will include: goals and objectives of

projects; innovative trends, techniques, and methodologies for teaching E.S.L.; bilingual reading and mathematics instruction; grouping for instruction; bilingual curriculum and materials evaluation; research on evaluation and testing in bilingual education; methods of supervision and training; parental involvement; education law; and bilingual education. This objective will be measured by an "In-Service Evaluation Form" developed by B.P.S.

Non-Instructional Activities

- Members of the Parents' Advisory Council (P.A.C.) and other program parents will receive an overview and training regarding Chapter I guidelines; objectives of B.P.S.; coordination activities; and the roles and responsibilities of program participants, staff, and P.A.C. -- as measured by participants' comments and suggestions as to effectiveness of program and training.

PROGRAM ORGANIZATION

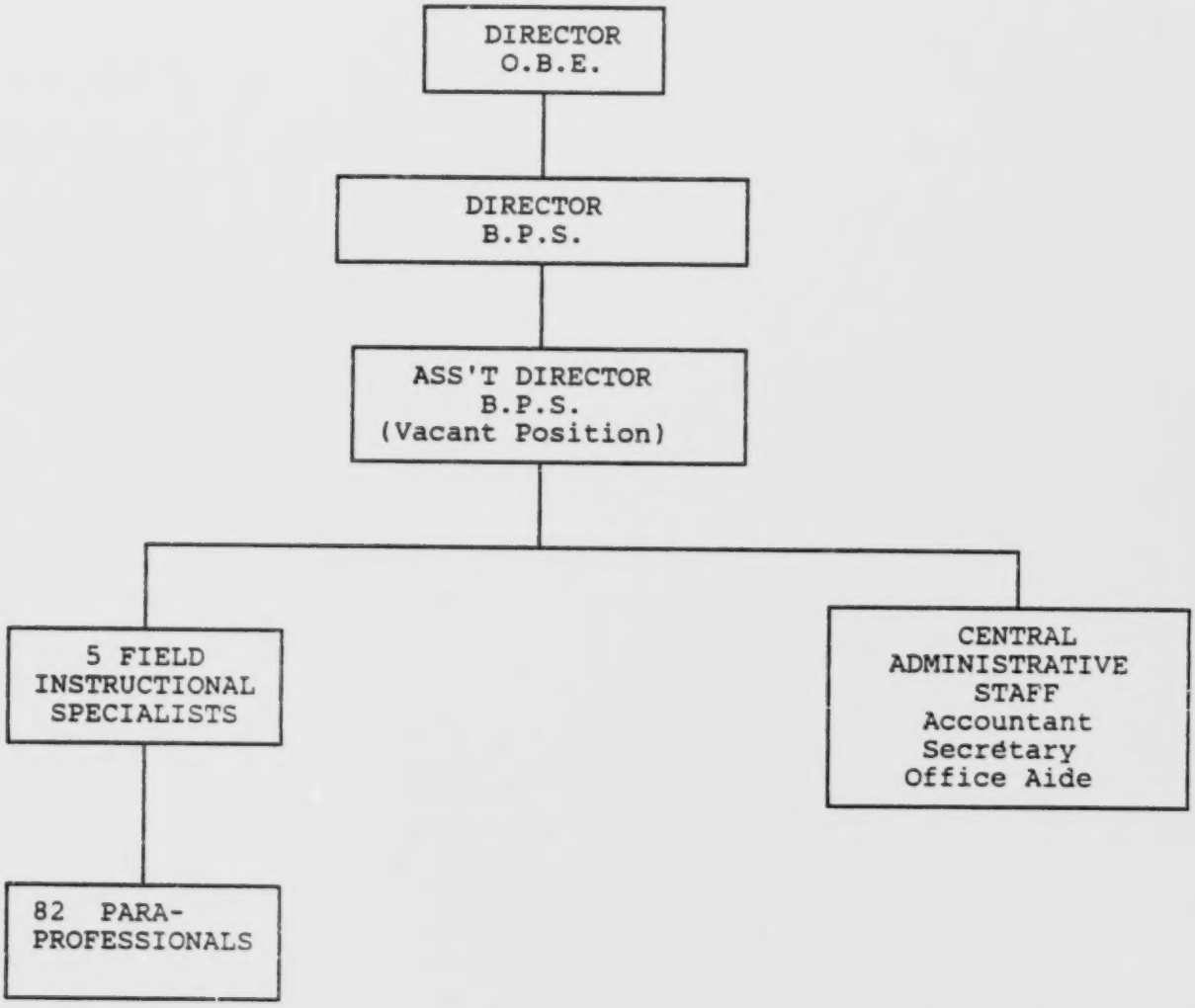
B.P.S. is part of O.B.E.'s effort to provide training to teachers of LEP students. Figure 1 shows how B.P.S. is organized.

STAFFING

B.P.S.'s staff for 1986-87 consisted of a project director, five F.I.S.s (one F.I.S. was hired at year's end), an accountant, a bilingual stenographer/secretary, a bilingual office aide, and 82 paraprofessionals. Because of administrative delays which were beyond the program's control, ten additional paraprofessional positions, for which funds were available could not be filled. The project also was unable to fill the assistant director's position for 1986-87, although a recruitment effort was under way.

FIGURE 1

Organization of the Bilingual Pupil Service Project
Within the Office of Bilingual Education



The responsibilities and characteristics of the B.P.S.'s staff are as follows:

Project Director

The director was responsible for the overall administration, coordination, and supervision of the program. She has been with the program since its inception, and has been its director for eight years. She is Spanish/English bilingual, holds an M.S. degree, is certified as an educational administrator and supervisor, and has 18 years of teaching and supervisory experience.

One of her major responsibilities was to communicate on program-related matters with officials of the Board of Education and the State Education Department. She also took part in the program's monthly in-service training sessions, and frequently visited the participating schools. The director supervised each F.I.S. through regular meetings, a daily activity diary, a weekly lesson plan, a weekly summary of field visits, and a paraprofessional evaluation checklist (see Appendix A). Because the position of assistant director was vacant, the director also performed a number of additional tasks, such as coordinating and supervising in-service training activities and providing a day-to-day supervision of the B.P.S. staff.

In an interview, the project director stated that the program needed additional materials in Chinese and Haitian Creole. She said that the Haitian Creole component's instructional materials had to be extensively revised because

they were too easy for the students. The project director explained that in Haiti, French has until recently been used for reading and writing, while Creole has been a spoken language. For this reason, there is a shortage of materials for teaching Creole reading and writing. The project director also discussed the need to continue to expand the computer education training component of the program which began last year.

Field Instructional Specialists (F.I.S.)

The three Spanish/English and one Chinese/English field instructional specialists were bilingual teachers who had master's degrees and an average of seven years of teaching experience. (A Haitian Creole-speaking F.I.S. was hired in April of 1987.) Three of the F.I.S.s were in their first year with B.P.S., the fourth had been with the project for three years. Their duties were to monitor the paraprofessionals, plan and coordinate training workshops, develop and distribute instructional materials, help keep project records, and serve as liaisons with district and school personnel.

To ensure that the program of in-service training workshops was both comprehensive and well balanced, the project director oversaw the development of a session-by-session syllabus. F.I.S.s were then assigned particular workshop topics based on their previous experience and areas of expertise. The F.I.S.s also attended staff-training workshops to improve and update their knowledge of bilingual education and E.S.L. In addition,

they attended several workshops on stress management.

To provide a running record of the activities, concerns, and progress of all 82 paraprofessionals, the F.I.S.s kept a daily log, which the project director checked every week. These logs were a major source of information for E.C.I.A.-Chapter I monitors and the O.B.E.

Paraprofessionals

B.P.S. paraprofessionals were selected on the basis of a short-answer test in English, an essay, interviews in English and Spanish, Chinese, or Haitian Creole, and a review of college transcripts (see Appendix B). Candidates were required to have completed at least 60 college credits (see Appendix C). As far as possible, candidates chosen for the program were placed in the school and grade of their choice (see Appendix D). After one year in the program, they could request a change of school and grade level.

Every paraprofessional was assigned to a bilingual teacher who functioned as his or her mentor. Paraprofessionals usually worked with small groups of students in a designated area of the room and taught E.S.L. bilingual reading, bilingual mathematics, and writing skills. Paraprofessionals were expected to teach a maximum of 24 pupils per day, usually in groups of four to eight. They were responsible for taking attendance, and for pretesting and posttesting students with the Comprehensive Test of Basic Skills (Spanish and English versions) and the C.S.D. 2 developed Chinese language arts test.

PROGRAM SITES

During 1986-87, the B.P.S. project placed 82 paraprofessionals (68 Hispanic, 12 Chinese, and 2 Haitians) in 28 schools located in 17 community school districts, as follows:

Borough	District	Grades	School	Language
Manhattan	2	2-6	P.S. 1,2,124,126,130	Chinese
Manhattan	3	4-6	P.S. 145,163,165	Spanish
Manhattan	4	1,2	P.S. 155	Spanish
Manhattan	6	1,2, 4-6	P.S. 28,98,189,192	Spanish
Bronx	7	4,5	P.S. 25	Spanish
Bronx	8	4-6	P.S. 60,130	Spanish
Bronx	9	3,4	P.S. 114	Spanish
Bronx	10	4-6	P.S. 46	Spanish
Bronx	12	1-3	P.S. 77,211	Spanish
Brooklyn	14	3,5,6	P.S. 120	Spanish
Brooklyn	15	3,4	P.S. 1	Spanish
Brooklyn	17	1-6	P.S. 189	Haitian Creole
Brooklyn	23	1-5	P.S. 155	Spanish
Brooklyn	32	1-3	P.S. 116	Spanish
Queens	24	2,3	P.S. 143	Spanish
Queens	29	1-6	P.S. 95	Spanish
Queens	30	1,2	P.S. 92	Spanish

To be eligible to participate in the program, a school had to:

- be a Chapter I school with a bilingual program at least one year old;
- have a high concentration of LEP pupils of Hispanic, Chinese, or Haitian background;
- establish that there would be no duplication of services (e.g., Title VII) for program-eligible pupils;
- have pupils scoring below the twenty-first percentile on the Language Assessment Battery (LAB) and below grade norms in reading and mathematics; and
- be willing to give the paraprofessionals release time to attend college courses and B.P.S. in-service training.

Schools, and within them classes, with the greatest need for B.P.S. services were chosen to participate in the program.

PROCEDURES FOR PARTICIPATION

A formal request, accompanied by the district superintendent and district bilingual coordinator's recommendations, had to be submitted to B.P.S. by the school principal. Upon receipt of the request, B.P.S. administrators verified the school's eligibility and met with the principal and district administrators to discuss project goals and requirements, particularly the role of the paraprofessional.

Paraprofessionals were placed in the classrooms of participating schools on the basis on consultations between the principal, the bilingual coordinator, and B.P.S. staff members. Soon after the beginning of the school year, B.P.S. staff members visited each site to verify that the placements were in keeping with program needs and goals. If problems developed during the year, the B.P.S. project director negotiated a change of classroom with the school principal. However, the director said that, except when a school's characteristics and needs changed, it rarely was necessary to change a paraprofessional's classroom placement.

Because the districts receive B.P.S. services at no extra cost and B.P.S. has such a good reputation, the districts were eager to have the program's paraprofessionals and to place them with teachers who could serve as good role models. All the schools that had participated in the project for one year requested a renewal.

INTERORGANIZATIONAL RELATIONS

The five F.I.S.s devoted approximately 90 percent of their time to supervising and assisting paraprofessionals. Teaching strategies, lesson planning, curriculum design, and record-keeping were among of the topics they covered. The B.P.S. director devoted approximately 60 percent of her time to field visits compared to 1985-86, this was a one-third increase in field visits, and is attributable to the lack of an assistant program director.

Keeping site administrators and teachers informed about the project's goals, accomplishments, and needs, and responding to the districts' requests were important to maintaining a harmonious relationship between B.P.S. and the districts. Communication occurred via telephone calls, letters, announcements, in-service activities, and meetings between program and school administrators. In order to identify positive aspects and problem areas, the program also held several roundtable discussions with school administrators, paraprofessionals, and parents.

Principals and coordinators said the project was efficiently run and well organized, provided the paraprofessionals with excellent training, and was crucial to the success of participating LEP students.

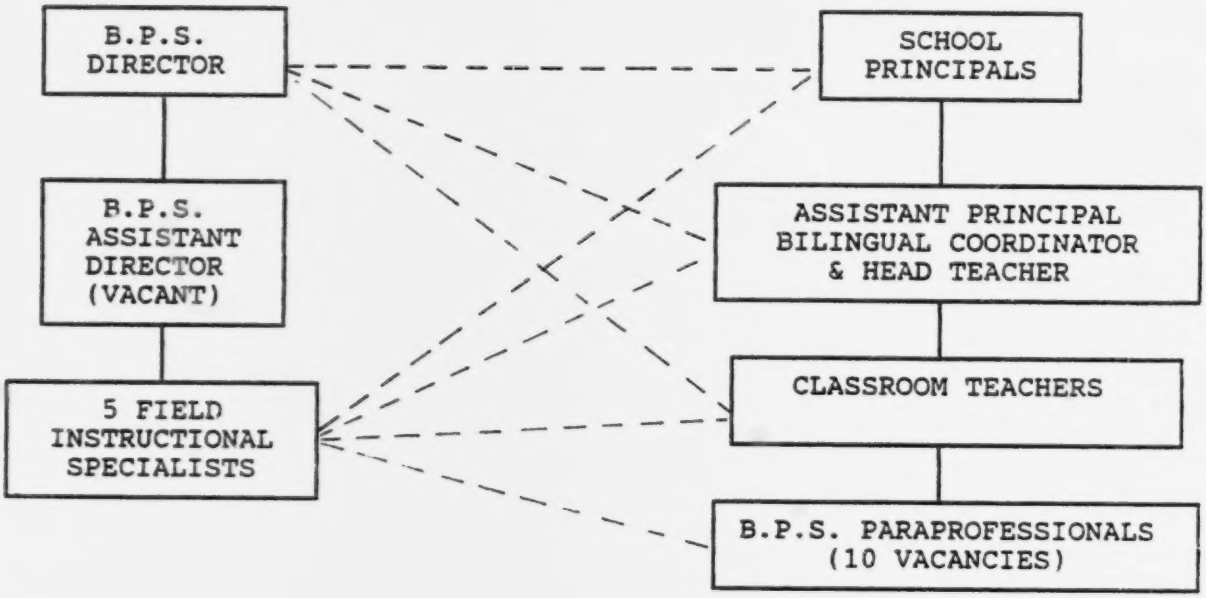
B.P.S. collaborated with resource and training units within the school districts, with the deputy director and director of O.B.E., and with other agencies that held conferences and training workshops on bilingual education. (For details on these

activities, see the section on in-service objectives.)

Figure 2 illustrates the network of relationships between the B.P.S. administration and the schools.

FIGURE 2

Bilingual Pupil Services Interorganizational Articulation Network



_____ Direct Supervision

---------- Communication and Collaboration (ongoing)

II. PROGRAM ACTIVITIES

Training activities for the 82 paraprofessionals who participated in B.P.S. during 1986-87 consisted of nine monthly workshops for all paraprofessionals, plus additional weekly in-service training sessions for new ones.

MONTHLY WORKSHOPS

The monthly workshops were designed and implemented by the F.I.S.s. Staff members of other Board of Education division and classroom teachers were brought in to give demonstration lessons. Topics covered at the workshops included: teaching E.S.L., reading, and multiculturalism; classroom management; record keeping; the testing and evaluation of student progress; dealing with child-abuse; and working with parents. A variety of instructional media were demonstrated, including audio-visual equipment, headbands, puppets, and "magic maracas." In addition the educational uses of Chinese New Year celebrations, Chinese and Puerto Rican cultural festivals were also discussed at the workshops. Some training in computer education was also offered.

Workshop participants received evaluation questionnaires at the end of every session. Asked to rate the sessions as "excellent, good, fair, or poor," their unanimous response was "excellent." participants also were asked whether they would recommend the workshops to their colleagues. Once again, their response was unanimously positive. Other items asked participants to rate the content and relevance of the curricular

materials used at the workshops; the sessions' most significant and least significant aspects; and suggestions for future activities. Nearly all the participants rated the workshops as extremely relevant. They noted that the sessions were highly applicable to the teaching of LEP students; and they praised the workshops' intercultural focus, their introduction of new teaching techniques, and the high quality of the curricular materials that were used.

A member of the evaluation team observed a workshop for B.P.S. graduates and near-graduates held on May 15. The participants were writing their resumes and listening to instructions from a representative of the Board of Education's Division of Personnel on the procedures for obtaining teacher certification.

A member of the evaluation team interviewed one Hispanic and one Chinese paraprofessional at the end of the workshop. The Hispanic paraprofessional was due to graduate in June, and the Chinese paraprofessional was due to graduate at the end of the 1987 semester. Both said that B.P.S. provided excellent preparation for classroom teaching. They praised the F.I.S.s for their accessibility and eagerness to ensure good communication between paraprofessionals and school administrations, and they said that the F.I.S.s were committed to meeting the needs of schools and students as well as of the paraprofessionals. They also praised the program director for her willingness to visit the schools to observe classes and iron out problems. Both

interviewees also complimented the program for the quality and variety of the resource materials which it supplied to paraprofessionals. According to them, in more than one instance B.P.S. had provided materials that were unavailable at their individual schools.

IN-SERVICE TRAINING

The second type of training provided by B.P.S. consisted of weekly in-service training for paraprofessionals who had just entered the program. The F.I.S.s provided this training during 13 day-long sessions per semester. The course covered the teaching of E.S.L., reading, writing, and bilingual mathematics. It sought to acquaint: participants with the methods and techniques of teaching; help them assess student progress; and provide training in developing curricula and writing lesson plans. Before each session, participants received an outline of the topics to be discussed that day.

A member of the evaluation team observed portions of four such sessions. Each was led by a different F.I.S. Attendance at all four was 28. At the first three sessions paraprofessionals presented model reading lessons just as they would have done in the classroom.

To start the first session, a paraprofessional reviewed a story about a World War II submarine battle, questioned the "students," and described techniques for grasping meaning and selecting important points of the story. At the end of this presentation the F.I.S. asked the other paraprofessionals to

summarize the lesson's main points.

A second presenter then read a six-line story entitled "What to do on a rainy day," which she had previously written on chart paper and posted on the chalkboard. She then asked the "students" several questions about the story and had the "students" walk to the chart and circle the correct answer from the text. Her main objective was to teach how to read for detail. At the end of the lesson the F.I.S. mentioned its positive points, and stressed the importance of using visual aids and relating the text to students' everyday life and experiences.

The second session was on teaching the metric system using an E.S.L. approach. The lesson, intended for fourth graders, was the use of "guesstimation," which asked "students" to guess the metric measurements of everyday household articles, such as containers and tables. Although the presenter showed the class visual aids, such as "deci-dog," "centi-cat," and "milli-mouse," she did not give a satisfactory explanation of the different units of measurement used and of how to estimate the different articles' metric dimensions. At the end of the presentation, the F.I.S. was careful to mix praise with criticism and to emphasize the difficulty of teaching young children complicated concepts. The F.I.S. then led the other paraprofessionals in asking questions about the lesson. She also made suggestions for improving the lesson, such as using the students' native language and giving more detailed explanations of certain concepts.

At the third session two paraprofessionals presented E.S.L.

lessons. The first lesson was on how to read a calendar. The presenter showed several different examples of calendars. Using Spanish, he discussed how the first five days of the week were derived from the names of the planets. The F.I.S. then reviewed the lesson, emphasizing the importance of repetition. The second presenter used many visual aids in her lesson. She asked students to guess the contents of a large box. She then opened the box and took out dolls and moved them through a series of actions that illustrated common verbs, such as "to drink" and "to eat." As she did, she spoke sentences describing each action and named the subject, verb, and object of each. Because of its effective use of visual aids, this lesson was very impressive.

The fourth session was devoted to arts and crafts. After showing the finished product: a "stained-glass window" butterfly made of construction paper, the F.I.S. handed out the necessary materials and showed how to make one. The paraprofessionals soon were engrossed in the process. The lesson was a good example of a "hands-on" activity that paraprofessionals can readily use in the classroom.

Like the monthly workshops, the weekly in-service training sessions for newcomers to B.P.S. was well-structured and sensitive to participants' individual needs. Evaluation forms and observations and interviews by a member of the evaluation team were in accord about the effectiveness of these sessions.

CLASSROOM OBSERVATIONS

A member of the evaluation team visited schools in Manhattan, Brooklyn, and the Bronx to see how the program worked at the grassroots level. Two Spanish-speaking paraprofessionals were observed at P.S. 1 in Brooklyn. One was assigned to a first-grade class and had been with B.P.S. for less than a year. The entire lesson was conducted in Spanish. The class had been divided in half and the teacher and the paraprofessional each taught a group. First the teacher wrote a syllable on the chalkboard and asked the students to think about what syllables could be added to form words, then the paraprofessional followed the teacher's lead by writing the same syllable on the board. The teacher then asked both groups to respond; the paraprofessional followed up on answers given by her group, while the teacher did the same for his. The children were excited and tried to call out their answers, but the teacher and paraprofessional reminded them that they needed to raise their hands and be called upon. The children appeared to be enjoying themselves and a good deal of learning seemed to be going on. The same paraprofessional was also observed teaching a reading lesson. She showed the children a series of pictures and asked them to furnish the first missing letter of one of the items depicted. The paraprofessional was able to hold the children's attention and elicit answers. It was clear that the paraprofessional was being trained to teach solo as well as collaboratively.

The second paraprofessional at P.S. 1 had been with B.P.S.

for two years. She was teaching a Spanish reading lesson to a group of eight second graders while the teacher worked with the rest of class. Since the classroom was large the two activities did not interfere with each other. After reviewing a passage that several students had just taken turns reading aloud, the paraprofessional asked questions about the passage. The questions were designed to encourage critical thinking. The paraprofessional praised the children often and asked them to applaud when one shy student read out loud.

At P.S. 189, in Manhattan, a Spanish paraprofessional was teaching E.S.L. reading to a group of four third-grade students. The paraprofessional showed the students pictures of animals and asked them to match the pictures with name labels. According to the paraprofessional, these students were slow learners, but had shown great improvement since they had begun to receive small-group instruction. The paraprofessional also said that some students were receiving individual tutoring. (This paraprofessional also taught math and native language arts to two other groups.)

The Chinese component was observed at P.S. 130 in lower Manhattan. Two paraprofessionals were observed. One taught a target group of second and third graders, and the other taught a group of ten fifth and sixth graders. Both paraprofessionals shared the classroom with the regular teacher, and in both cases were observed teaching a small group independently. The observer was impressed by the ease with which both groups followed their

lessons despite of the room's small size and the other classroom activities taking place around them.

The first paraprofessional, who was new to B.P.S., was observed giving English dictation to a group of nine students. She retained the students' full attention by using visual aids and illustrations of the words she had dictated.

The second paraprofessional, who was also new to the program, had extensive teaching experience in her native country. Her E.S.L. reading lesson began with a discussion of pictures illustrating the activities children might engage in during the morning before leaving for school. The paraprofessional then led the children in a song depicting the sequence of activities in order. For example, the children sang: "This is the way I start my day," followed by: "This is the way I wash myself, dress myself," etc. As the children read and sang, the paraprofessional acted out the verb to illustrate the action involved. Later, the paraprofessional scrambled the pictures and labels for these activities and asked the children to re-arrange them in proper sequence and read them out loud. In this way, the paraprofessional taught reading, sequencing, and a physical response technique for learning. The children seemed to enjoy themselves a great deal.

At P.S. 46, in the Bronx, the observer was shown a separate section of a classroom, in which the paraprofessional had organized a mini-classroom. This arrangement was possible because the classroom in question was larger than average. The

paraprofessional had made excellent use of the materials provided by B.P.S. and displayed a variety of instructional media, including labels with felt backings, cardboard figures, and a magnetic board.

III. STUDENT ACHIEVEMENT

The academic performance of Hispanic program students was assessed through standardized tests in English reading, Spanish reading, and mathematics. The Comprehensive Test of Basic Skills (C.T.B.S.), Form S, was used to measure achievement in all three areas. The mathematics portion of the test, available in Spanish and English, was given in the dominant language, which the teachers determined.

All students were tested at their grade level. Raw scores were converted to normal curve equivalent (N.C.E.) scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 21, and a range from 1 to 99. Because N.C.E.s are based on the norm group's scores, a raw score gain, which usually results in grade equivalent gains, can result in no change or a decline in N.C.E.s. There are several reasons for this. Several consecutive raw scores may correspond to the same N.C.E., especially at the upper and lower ends of the scale. In addition, the norm group is also making raw score (and grade equivalent) gains, so that students must gain as much as the norm group to stay at the same N.C.E. Therefore, an N.C.E. gain, no matter how small, indicates improvement while a decline in N.C.E.s does not necessarily mean that a student is not making progress.

The program's instructional objectives (see page 5) called

for posttest improvement at the .05 level of statistical significance (when the probability that a gain is occurring by chance is less than five percent.) Statistical significance was assessed by correlated t-tests.

RESULTS FOR HISPANIC STUDENTS

Examination of Table 1 indicates that, overall, Hispanic students made statistically significant N.C.E. gains in English reading achievement. A gain in N.C.E.s, regardless of its size, indicates improvement relative to the norm group; a gain of seven N.C.E.s has been considered exemplary for students in Chapter I programs. The gains achieved by the second through sixth graders ranged from 1.8 to 6.1 and were statistically significant. First graders, however, showed a statistically significant loss, but the large standard deviation indicates that while some first graders had large losses, others had large gains as well.

The largest gains were achieved by second-, third-, and fifth-grade students, respectively. These students gained an average of more than five N.C.E.s. Students in the fourth and sixth grades gained 1.8 and 4.9 N.C.E.s, respectively.

Table 2 presents the results of the C.T.B.S. Spanish reading test. The average gain was statistically significant for students in all grades. The gains in native language for third and fourth graders were quite large and statistically significant. The remaining students showed smaller gains in N.C.E.s, but these gains also were statistically significant. The results of the English and Spanish reading tests indicate that Hispanic students

are improving significantly. Last year, only second, third, and fourth graders showed statistically significant gains. Clearly, the proposed program objectives have been achieved.

Table 3 presents the results of the C.T.B.S. mathematics test. The mean N.C.E. gains were statistically significant and very impressive for all students. The range of gains was extremely high -- 4.4 to 19.6. The most impressive gains were among first, third, and sixth graders who ranged from 12.2 to 19.6 N.C.E. gains. All these gains were statistically significant. Second, fourth, and fifth graders also made statistically significant gains (7.8, 4.4, and 5.7 N.C.E.s, respectively). The results of the mathematics test indicate that, in general, Hispanic students are making significant improvements in this area. Thus, the proposed mathematics objective was met.

Overall, over half of the Hispanic students showed gains in N.C.E. scores in English reading, Spanish reading, and mathematics. (See Table 4.) More than half of the second through sixth graders made gains in all three areas of achievement. While 41 percent of the first graders made gains in English reading and 49 percent made gains in Spanish reading, more than half of the first graders made gains in mathematics. This suggests that compared to students in any other grade, first graders were less likely to make gains in English and Spanish reading. It is important to keep in mind, however, that first graders are just beginning to learn how to read and this may account for the smaller proportion of students making N.C.E. gains in reading.

TABLE 1

English Reading Achievement (Hispanic Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
B	1	495	40.9	25.9	38.3	18.6	-2.7*	20.9
C	2	212	32.9	16.4	38.5	14.9	5.5*	11.8
1	3	337	30.8	15.6	36.9	13.6	6.1*	14.2
1	4	195	29.8	13.3	31.6	12.4	1.8*	9.9
2	5	95	34.7	14.4	39.9	13.1	5.2*	7.9
2	6	46	34.3	12.2	39.2	11.5	4.9*	5.9

*Statistically significant at the .05 level.

- Students in grades two through six achieved statistically significant gains in mean N.C.E. pretest to posttest.
- The losses made by first graders were statistically significant.

TABLE 2

Spanish Reading Achievement

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S. Espanol, Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
B	1	549	46.1	29.2	49.8	18.4	3.6*	26.1
C	2	223	42.5	17.8	46.7	19.2	4.2*	11.2
1	3	391	38.7	16.7	47.4	16.2	8.8*	15.6
1	4	223	42.3	19.2	48.7	18.5	6.4*	12.9
2	5	127	41.8	14.9	45.1	12.6	3.3*	8.9
2	6	46	42.3	12.8	46.3	9.8	3.9*	7.9

*Statistically significant at the .05 level.

•Mean N.C.E. gains from pretest to posttest were statistically significant for students in all grades.

TABLE 3

Mathematics Achievement (Hispanic Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
B	1	548	32.3	24.3	51.9	20.9	19.6*	27.9
C	2	216	42.0	16.5	49.8	18.5	7.8*	16.8
1	3	389	34.0	19.7	46.2	18.6	12.2*	17.9
1	4	226	37.6	16.8	41.9	16.9	4.4*	11.9
2	5	126	43.2	16.6	48.9	13.1	5.7*	11.9
2	6	45	40.8	11.5	53.9	12.9	13.1*	10.8

*Statistically significant at the .05 level.

•Mean N.C.E. gains from pretest to posttest were statistically significant for all students.

TABLE 4

Overall Achievement (Hispanic Students)

Proportion of Students Making N.C.E. Gains in English Reading, Spanish, and Mathematics by Grade

	English Reading			Spanish Reading			Mathematics		
Grade	N	Number Making Gains	Percent	N	Number Making Gains	Percent	N	Number Making Gains	Percent
1	495	205	41	549	269	49	548	360	66
2	212	131	62	223	128	57	216	142	66
3	337	197	58	391	249	64	389	270	69
4	195	104	53	233	149	64	226	130	58
5	95	64	67	127	76	60	126	78	62
6	46	32	70	46	28	61	45	43	96

RESULTS FOR CHINESE STUDENTS

Chinese students were administered the C.T.B.S. English reading and mathematics tests. Chinese reading was measured by a test developed in Community School District 2. N.C.E. scores were available for the English reading and mathematics tests, but only raw scores were available for the reading test.

Table 5 shows the results of the C.T.B.S. English reading test. Sixth-, fourth-, and third-grade students, in that order, showed the largest mean gains; all were statistically significant. First graders, however, made statistically significant losses. These losses may be due to students' high average pretest score (87.1 N.C.E.s) resulting in regression to the mean.

Table 6 shows the results of the C.T.B.S. mathematics test administered in English. First, fifth, and third graders made extremely large and statistically significant N.C.E. gains (17.3, 9.6, and 9.3, respectively). Second, fourth, and sixth graders' gains were smaller but also statistically significant. Since students in all grades made significant N.C.E. gains, the proposed objective was achieved by a wide margin.

Table 7 shows the results of the Chinese reading test. The raw score gains were statistically significant for all but the second grades, because of the small number of students (four) in this grade. The largest mean gains were for fifth and sixth graders, respectively, followed by first, fourth, and fifth graders. Clearly, Chinese students improved significantly in reading in their native language. The proposed objective was,

therefore, achieved.

Overall, most Chinese students improved in English reading and mathematics, indicating that the proposed objectives for these students were achieved. An analysis of the proportion of students at different grade levels making gains in reading (English and Chinese) and mathematics indicates that the majority of fifth and sixth graders are making gains in all three areas (see Table 8). Fewer third graders (40 percent) made gains in English reading than in Chinese reading or mathematics. While none of the first graders improved in English reading, more than half of these students made gains in English reading or mathematics. Finally, the only achievement data available for second graders indicate that the majority made gains in Chinese reading.

The results of the achievement data for Hispanic and Chinese students indicate that the proposed objectives have been achieved. However, the extent to which students improved in reading (English and native language) and mathematics varied among grade levels. Curricula and instruction should be sensitive to this and provide services to students based on their needs.

TABLE 5

English Reading Achievement (Chinese Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

Level	Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Difference Mean	Difference Standard Deviation
B	1	18	87.1	6.2	72.3	8.6	-14.8*	7.3
1	3	5	27.2	11.3	29.8	18.6	2.6	21.0
2	5	19	18.1	10.2	22.4	7.9	4.3*	8.2
2	6	28	12.1	6.0	17.8	6.2	5.6*	6.6

*Statistically significant at the .05 level.

- Mean N.C.E. gains from pretest to posttest were statistically significant for fifth- and sixth-grade students.
- First-grade students made statistically significant losses in mean N.C.E.s from pretest to posttest.

TABLE 6

Mathematics Achievement (Chinese Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
C	1	41	48.6	26.8	65.9	14.3	17.3*	22.9
C	2	4	60.3	17.5	65.8	8.8	5.5	9.5
1	3	21	52.0	19.6	61.3	16.8	9.3*	14.9
1	4	14	32.1	20.0	39.6	18.8	7.6*	9.0
2	5	51	37.9	15.1	47.6	10.7	9.6*	11.5
2	6	69	49.6	17.4	53.1	16.2	3.4*	7.3

*Statistically significant at the .05 level.

•Mean N.C.E. gains from pretest to posttest were statistically significant for all but the second grade.

TABLE 7

Chinese Reading Achievement

Significance of the Total Raw Score Differences Between Initial and Final Test Scores on a C.S.D. 2-Developed Test

		Pre-Test		Post-Test		Difference	
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1	41	15.4	3.7	18.1	1.9	2.7*	3.3
2	4	15.8	3.2	17.8	2.1	2.0	1.4
3	21	24.6	3.1	26.1	2.7	1.5*	1.8
4	14	17.6	8.1	19.7	7.8	2.1*	1.9
5	47	9.3	6.3	12.7	6.6	3.3*	2.6
6	69	15.2	7.6	19.5	7.2	4.2*	3.3

*Statistically significant at the .05 level.

- Students at all grade levels except second grade showed statistically significant pretest to posttest raw score gains.

TABLE 8

Overall Achievement (Chinese Students)

Proportion of Students Making N.C.E. Gains in English Reading, Chinese Reading, and Mathematics by Grade

	English Reading			Chinese Reading			Mathematics		
Grade	N	Number Making Gains	Percent	N	Number Making Gains	Percent	N	Number Making Gains	Percent
1	18	0	0	41	31	76	41	30	73
3	5	2	40	21	15	71	21	15	71
4	0	0	0	14	10	71	14	12	86
5	19	12	63	47	44	94	51	36	71
6	28	25	89	69	57	83	69	43	62

IV. 1985-86 RECOMMENDATIONS AND 1986-87 FINDINGS

This section reviews the recommendations made in last year's O.E.A. evaluation report and describes the actions taken to implement each one.

Recommendation

The appropriateness of the fifth-grade curriculum should be reevaluated to help the curriculum specialist make the changes needed to improve fifth-grade students' achievement levels.

Action

There is on-going articulation between the schools and the program to ensure that instructional materials used are appropriate to student level and ability.

Recommendation

Where possible, curricula might be "fine tuned" to reflect student needs that vary by language group, grade, and subject area.

Action

Supportive instructional materials were developed by the program's paraprofessional and field instructional specialists at in-service and monthly workshops. These materials reflected varying student needs -- by language group, grade, and subject area.

Recommendation

A staff training manual similar to the Paraprofessional Manual should be developed to guide the F.I.S.s in their site visits and training activities.

Action

The program has developed an F.I.S. notebook to train new staff members.

Recommendation

The project should develop a newsletter for dissemination among project participants, school district personnel, and throughout the nationwide bilingual education network.

Action

Information on B.P.S. activities was included in the Office of Bilingual Education's newsletter, which is disseminated to all project participants, school district personnel, and community and educational agencies.

Recommendation

A Chinese field instructional specialist with a background in linguistics should be hired to test the linguistic proficiency of incoming Chinese paraprofessionals and develop an in-service training module on dialects, community language attitudes, bilingualism, culture, and other relevant topics to be identified by a needs assessment.

Action

A Chinese F.I.S. was hired. This person was assisting the program administration to examine test instruments used to measure achievement in Chinese native language arts. Alternative testing instruments were also being researched. The Chinese F.I.S. was also going to assess the Chinese-language proficiency (both oral and written) of all candidates for Chinese paraprofessional vacancies. This person was also to provide workshops on Chinese heritage and culture and to cover other topics to be identified through a needs assessment.

Recommendation

The materials identification/selection/development process for the Chinese component should be continued.

Action

The program continued to identify, select, and develop appropriate Chinese and Spanish instructional materials.

Recommendation

A fact-sharing workshop on the program for Chinese parents should be held at one of the Parent Advisory Committee meetings.

Action

B.P.S. held P.A.C. meetings at program headquarters and selected school sites to disseminate information on the program, bilingual education, parents rights, etc.

Recommendation

The C.T.B.S. testing required by B.P.S. should be coordinated with district testing schedules to avoid overtesting the students and creating additional work for paraprofessionals.

Action

The program continued to coordinate C.T.B.S. testing with district schedules and, where feasible, shared scores to prevent overtesting.

V. CONCLUSIONS AND RECOMMENDATIONS

The 1986-87 evaluation of the Bilingual Pupil Services program indicated a high level of success in accomplishing the program's objectives. The evaluation team concurs with the United States Secretary of Education that B.P.S. is an "exemplary Chapter I project." It is highly structured, well organized, and staffed by experienced, sensitive, and enthusiastic educators.

Outstanding features of the B.P.S. program are its two-tiered training program for new and continuing paraprofessionals and its continuous self-evaluation process. B.P.S also maintained direct, on-going communication with the school districts, which were eager to receive B.P.S. services, and established a high degree of credibility with both the district and the central board.

The only recommendations that can be made are:

1. Efforts to develop reading and writing materials in Haitian Creole should be continued.

2. Additional materials in Chinese should be purchased in order to meet classroom demands.

3. The paraprofessionals' training in computer education should be continued.

VI. APPENDICES

OBE-144

APPENDIX A

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

131 Livingston Street, Brooklyn, N.Y. 11201 • Room 512
Telephone: 522-6941

FIELD INSTRUCTIONAL SPECIALIST'S SUMMARY OF WEEKLY FIELD VISITS

Field Instructional Specialist_____ Week of _____

CODING SYSTEM: E = EXCELLENT G = GOOD F = FAIR N.I. = NEEDS IMPROVEMENT U = UNSATISFACTORY
F = FORMAL OBSERVATION I = INFORMAL OBSERVATION

PARAPROFESSIONAL	Date	District School	Lesson Plans	Teacher Conference	Pupil Logs	Pupil Profiles	Pupil Attendance	Observations	TOPICS DISCUSSED

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201 APPENDIX A (Continued)
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

WEEKLY PROJECTION CHART

FIELD INSTRUCTIONAL SPECIALIST _____ WEEK OF _____

DAY	DATE	DIST.	SCHOOL	TIME AM/PM	CONTACT PERSON	TEL. CONTACT PERSON	COMMENTS

55

56

55

55

BILINGUAL PUPIL SERVICES
EVALUATION CHECKLIST

APPENDIX A (Continued)

PARAPROFESSIONAL _____ DIST. _____ SCHOOL _____ CLASS _____

COOP. TEACHER _____ INST. SPECIALIST _____

Rating System: E = Excellent G = Good F = Fair N.I. = Needs Improvement U = Unsatisfactory

Date:	Rating	
Pupil Attendance		
Spanish Reading		
E.S.L. or English Reading		
Mathematics		
Pupil Profile Sheets		
Supv. Conf. w/Teacher		
Pupil Logs		
Informal Observation		

Comments/Suggestion:

I have read and received this form:

Revised 7/83

5756

APPENDIX B

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
Nilda Soto-Ruiz
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

Dear

Your appointment with the screening panel of the program, Bilingual Pupil Services, has been scheduled for _____ at, _____.

You will be required to do the following:

1. Take a written short answer test in English.
2. Write a composition in English.
3. Write a composition in Spanish.
4. Take an oral interview in both Spanish and English.
5. BRING A COPY OF YOUR COLLEGE TRANSCRIPT. Without it, the screening and interview cannot be done. Verification of your college credentials is necessary.
6. Change to Evening Session College since the position with our program is from 8:45 a.m. to 3:00 p.m.

It is important that the screening date be kept. Our waiting lists are very long. If you cannot come for the scheduled screening date, your name will be placed at the end of the roster. The entire screening procedure may take up to six (6) hours. Please make arrangements to remain the whole day.

Thank you for your interest in our program.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

CMD:hc

131 LIVINGSTON STREET • ROOM 512 • BROOKLYN, NEW YORK 11201 • 522-6941

APPENDIX B (Continued)

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

ORAL INTERVIEW FORM

PERSONAL DATA

Date _____

Name _____ Place of birth _____

I. PROFESSIONAL PREPARATION

Degree or # of credits _____ Country _____ College _____ Overall Average _____

1. Credits in Education _____
2. Major _____
3. Minor _____
4. Teaching Experience _____
5. Other related work experience _____

II. PROFESSIONAL GOAL(S)

_____

III. JOB PLACEMENT INFORMATION

1. Public Transportation _____
2. Borough Preference _____
3. Car _____ Yes _____ No

IV. GENERAL LANGUAGE EVALUATION (5=Excellent; 1=Extremely poor)

1. ENGLISH

Oral 1 2 3 4 5

Written 1 2 3 4 5

2. SPANISH

Oral 1 2 3 4 5

Written 1 2 3 4 5

V. COMMENTS/RECOMMENDATIONS

_____

_____

VI. How did you find out about B.P.S.?

_____

_____
Field Instructional Specialist

_____
Field Instructional Specialist

APPENDIX B (Continued)

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
131 LIVINGSTON STREET, ROOM 512
BROOKLYN, NEW YORK 11201

Date _____

I. PERSONAL DATA

Mr.
Ms. _____
(Last) (First) (Middle) (Maiden sur name)

_____
(Address) (Apt.#) (City) (State) (Zip Code)

_____
c/o (if name on mailbox is different from given name)

Marital Status: Single _____ Married _____ Social Security No. _____

Place of Birth _____ Home Phone No. _____

Date of Birth _____ Bus./Other No. _____

U.S. Citizen _____ if not, Declarant No. _____

Length of time in the U.S. mainland _____ Length of time in N.Y.C. _____

Have you ever been convicted or are you now a defendant in any court action?

Yes _____ No _____ If yes, please explain briefly _____

_____

II. EDUCATIONAL PREPARATION (Colleges or Universities)

1. _____ Degree _____ Year _____ Major _____
Name of School

2. _____ Degree _____ Year _____ Major _____
Name of School

III. PROFESSIONAL DATA

List any teaching certificates you hold:

1. _____ _____ _____
Title of Certificate By Whom Issued Date Issued

IV. TEACHING, SUPERVISION OR PARAPROFESSIONAL EXPERIENCE

1. _____
Name or number and address of school Name of Supervisor

_____
Dates of service Position Held

2. _____
Name and number and address of school Name of Supervisor

_____
Dates of services Position held

BILINGUAL PUPIL SERVICES
PARAPROFESSIONAL COLLEGE DATA SHEET

APPENDIX C

NAME	CATEG.	DATE ENTERED PROGRAM	COLLEGE	MAJOR	MINOR	CREDITS COMPLETED TO DATE	CREDITS CURRENTLY IN PROGRESS ( ) SEMESTER	EXPECTED DATE OF GRADUATION

REVISED: 7/14/80

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APPENDIX D

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 512
522-6841

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

FIELD PLACEMENT POSITION QUESTIONNAIRE

Name _____ Educ. Asst._____ Educ. Assoc._____

1. What grades have you taught while employed at Bilingual Pupil Services

   Grade_____ # of months_____

   Grade_____ # of months_____

   Grade_____ # of months_____

2. What grade would you prefer for next year?

   1st choice_____

   2nd choice_____

   3rd choice_____

3. What schools have you worked at while in BPS? (specify borough)

   _____

   _____

4. Which "participating" school(s) is (are) most convenient for you to get to? (list them in order from most to least convenient).

   _____

   _____

5. Is there anything else that you would like us to consider in determining your field placement for next year?

   _____

   _____

   _____

   _____

REVISED 7/28/81